The Best Practices and Pedagogical Strategies for Teaching Political Theory and Philosophy

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Abstract: Political theory and philosophy are among the most challenging and rewarding courses to teach in tertiary institutions. They require students to engage with complex and abstract ideas, to critically examine their own assumptions and values, and to develop skills of argumentation and analysis. The purpose of this paper is to explore the best practices and pedagogical strategies for teaching political theory and philosophy in tertiary institutions in Lagos state. The study adopted a descriptive survey research design type as the information collected from the participants (undergraduates) were used for the purpose of predicting, describing and interpreting the subject matter. The population consists of some selected undergraduates and lecturers in the Department of Political Science in Three (3) purposively selected tertiary institutions in Lagos state. A total of One hundred and fifty (150) participants were randomly selected. The questionnaire was subjected to face and content validation by experts in the field of Political science. The main instrument for data collection is a self-structured questionnaire based on the research objectives raised in the study. The coefficient value of the scores for the student's questionnaire showed 0.875. Findings from the study was able to examine the main goals and objectives of teaching political theory and philosophy; the main challenges and difficulties of teaching political theory and philosophy; explore the best practices and pedagogical strategies for teaching political theory and philosophy and finally, it was able to determine students' perception on the effectiveness and impact of teaching political theory and philosophy. The study concludes that teaching political theory and philosophy is not only a rewarding but also a demanding concept in political science. The study recommends that there is a need to align the learning objectives, assessments, and activities of the course in order for lecturers to plan and organise their teaching materials and methods. Also the researcher recommends that the lecturers should learn to use a variety of teaching methods and media that will cater for different learning styles and preferences.

Keywords: Best practice, pedagogy, strategy, political theory and political philosophy.

INTRODUCTION

During an ancient period in Greece, the role of the teacher was first introduced, and teaching was considered an art form. Attending school and getting education was something that only the wealthiest could afford for their kids. The role of the teacher or an educator was considered the most important one in the learning process as they gave invaluable knowledge and wisdom to the children (Avramenko & Trott, 2019).

However, the educators were not the first pedagogues. The rich individuals of the area used slaves to take their children to school. They were considered as the experienced and wise who imparted knowledge to the children they were taking to school. This is how the word pedagogue was created. It is described as the 'leader of children'. They guide the students academically as well as morally (Shirke, 2021). Pedagogy is a method of teaching in which teachers teach, both in theory and in practice. Pedagogy is shaped by educator's teaching beliefs and involves their understanding of culture and different learning styles. It is essential for students to have meaningful classroom relationships in order to build on prior learning (Sandel & Gutmann, 2009 and MacIntyre & Blackledge, 2011).

Pedagogy refers to the way of teaching students, whether it is the theory or practice of educating (Lenz, *et al.,* 2013). It is a relationship between the culture and techniques of learning. The main aim of pedagogy is to build on previous learning of the students and work on the development of skills and attitudes of the learners. Pedagogy enables the students to get a thorough understanding of the subject and helps them in applying those learning in their daily lives outside of the classroom.

Pedagogy in teaching can be referred to as an educator's understanding of how the students learn. The teachers are focused on presenting the syllabus to the students in such a way that it is relevant to their needs. Pedagogy demands classroom interactions between the teacher and students which create a significant impact on the learner's mind (Leopold & Stears, 2018 and Gaus, *et al.,* 2018). Pedagogy enables teachers to understand the best suitable practices for a classroom setting. It helps them to know how different students learn and grasp information so that they can tailor their lessons to satisfy those needs. It is likely to improve the quality of teaching and the way it is received by the students.

Pedagogy plays an important role to help teachers understand the best ways to conduct a classroom (Klosko & Wallach-Scott, 2018). It gives them insights into how students learn differently in different topics so that they can conduct lessons to suit these needs. It aims to improve the quality of education for students.

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According to Boucher & Vincent (2012), pedagogy plays an important role in effective learning in the following ways:

- It improves teaching quality by enhancing students' participation in learning and makes them more receptive to what is being taught.
- It encourages different learning styles
- It enables learning for students with special needs to be without difficulties and helps them to be a part of the mainstream teaching ways and engage them with other students.
- It clarifies learning objectives by ensuring that students gain skills and knowledge of the subject and
- It promotes best practices in the teaching/learning process.

Learning objective and learning outcomes are two terms that are often used interchangeably in the field of education, but they have different meanings and implications. Learning objective is a statement that describes what the learner should be able to do or know by the end of a learning activity, such as a lesson, a course, or a program. It is usually expressed in terms of observable and measurable behaviours or skills that can be assessed (Bevir, 2010).

Learning outcomes are the results or consequences of the learning process. They are the evidence that the learner has achieved the learning objective or has made progress towards it. They can be measured by various methods, such as tests, quizzes, assignments, projects, portfolios, or observations. Learning objectives and learning outcomes are closely related, but they are not the same thing. Learning objective is the intended goal or destination of the learning journey, while learning outcomes are the actual achievements or milestones along the way. Learning objectives guide the design and delivery of the learning activity, while learning outcomes inform the evaluation and feedback of the learning process (Galston & Hoffenberg, 2009 and Bessette & Fink, 2017).

Learning objectives and learning outcomes are both important for ensuring the quality and effectiveness of any learning experience and pedagogical strategies. Learning objective helps to align the content, methods, and assessment of the learning activity with the needs and expectations of the learners and other stakeholders. It also helps to communicate the purpose and value of the learning activity to the learners and motivate them

to engage in it. Learning outcomes, on the other hand, help to monitor and measure the progress and performance of the learners and provide feedback for improvement. They also help to demonstrate the impact and value of the learning activity to the learners and other stakeholders (Campbell & Hall, 2019).

Political theory and philosophy are disciplines that explore the fundamental questions of human existence, such as justice, freedom, equality, democracy, power, authority, rights, obligations, and morality. They also examine the historical and contemporary contexts and debates that shape these questions and their possible answers (Lenz-Taguchi & Palmer, 2013). Teaching political theory and philosophy requires not only a solid knowledge of the texts and ideas of various thinkers and traditions, but also a pedagogical approach that can engage students in critical reflection, dialogue, and application of the concepts to their own lives and societies.

Teaching political theory and philosophy can be challenging, but also rewarding and inspiring for both lecturers and students. However, there is a lack of systematic research on the best practices and pedagogical strategies for teaching these subjects effectively and engagingly (Dallmayr & McCarthy, 2019).

According to MacIntyre & Blackledge (2011), teaching political theory and philosophy also poses many challenges for lecturers and students alike. Some of these challenges include:

- The complexity and diversity of the subject matter, which may require familiarity with different disciplines, methods, languages, cultures, and perspectives.
- The difficulty of bridging the gap between abstract and theoretical reasoning and concrete and practical situations, especially in a rapidly changing and globalised world.
- The potential for controversy and disagreement among students and lecturers over sensitive and value-laden issues, which may require careful management of classroom dynamics and respect for diverse opinions.
- The lack of motivation and interest among some students who may perceive political theory and philosophy as irrelevant, boring, or intimidating.

Therefore, it is important to identify and adopt the best practices and pedagogical strategies that can enhance the quality and effectiveness of teaching

political theory and philosophy. According to some studies (Bessette & Fink, 2017; Campbell & Hall, 2019 and Dallmayr & McCarthy, 2019), some of these best practices and pedagogical strategies may include:

1. Adopting a pluralistic approach that exposes students to a variety of perspectives, traditions, methods, and sources within political theory and philosophy, as well as across disciplines and cultures.
2. Encouraging active learning that involves students in discussion, debate, simulation, role-play, case study, problem-solving, research, writing, presentation, and reflection activities that foster their critical thinking, communication, collaboration, creativity, and civic skills.
3. Developing pedagogical content knowledge that integrates subject matter knowledge with knowledge of how to teach it effectively to different types of learners in different environments.
4. .Providing feedback and assessment that aligns with the learning objectives and outcomes of the course, and that supports students' learning progress and improvement.
5. Creating a supportive and inclusive learning environment that respects students' backgrounds, experiences, values, opinions, and emotions, and that promotes a culture of mutual respect, trust, dialogue, and inquiry.

The significance of this study lies in its contribution to the scholarship of teaching and learning in political science and philosophy, as well as its potential impact on the quality of education in these disciplines. By sharing the insights and experiences of lecturers who teach political theory and philosophy (Festenstein & Thompson, 2017), the study hopes to inspire and inform other lecturers who are interested in improving their pedagogical practices and outcomes (Freeden, M. & Stears, 2013). By highlighting the best practices and pedagogical strategies for teaching political theory and philosophy (Deneen & Kries, 2013), the study hopes to promote a culture of excellence and innovation in this field (Gaus & Courtland, 2018). By emphasizing the importance and relevance of political theory and philosophy for students' personal and professional development, the study hopes to foster a greater appreciation and enthusiasm for these disciplines among students and society at large. This study therefore investigates the best practices and pedagogical

strategies for teaching political theory and philosophy in tertiary institutions using some tertiary institutions in Lagos State as a case study.

STATEMENT OF THE PROBLEM
Political theory and philosophy are among the most challenging and rewarding courses to teach in tertiary institutions. They require students to engage with complex and abstract ideas, to critically examine their own assumptions and values, and to develop skills of argumentation and analysis (Deneen & Kries, 2013 and Haddock, *et al.,* 2018). However, teaching these subjects also poses significant pedagogical challenges for the lecturers, who need to balance the demands of covering a vast and diverse body of literature, fostering a respectful and inclusive classroom environment, and motivating and inspiring students to appreciate the relevance and importance of political theory and philosophy for their lives and society.

One of the problems that lecturers encounter among others when teaching political theory and philosophy is how to select and organise the course content. Political theory and philosophy encompass a wide range of topics, traditions, perspectives, and debates, from ancient to contemporary times, from Western to non-Western cultures, from normative to empirical approaches. It is impossible to cover everything in a single course, or even in a whole curriculum. Therefore, lecturers need to make informed and deliberate choices about what to include and exclude, what to emphasise and de-emphasize, what to connect and contrast. These choices are not neutral or arbitrary; they reflect the lecturer's own philosophical commitments, pedagogical goals, and contextual factors (Euben & Zaman, 2009). The growing importance of understanding the learning behaviours of the students and the need to employ best practices and pedagogical strategies for teaching political theory and philosophy in order to produce vibrant, motivated and inspiring political science graduates necessitated this study. It is against this background that this paper investigates the best practices and pedagogical strategies for teaching political theory and philosophy in tertiary institutions using some selected tertiary institutions in Lagos State as a case study.

RESEARCH OBJECTIVE
The purpose of this study is to explore the best practices and pedagogical strategies for teaching political theory and philosophy in tertiary institutions.

The specific objectives are to:
i. examine the main goals and objectives of teaching political theory and philosophy;
ii. investigate the main challenges and difficulties of teaching political theory and philosophy;
iii. determine the best practices and pedagogical strategies for teaching political theory and philosophy and
iv. determine students' perception on the effectiveness and impact of teaching political theory and philosophy

RESEARCH QUESTIONS

1. What are the main goals and objectives of teaching political theory and philosophy?
2. What are the main challenges and difficulties of teaching political theory and philosophy?
3. What are the best practices and pedagogical strategies for teaching political theory and philosophy?
4. What are the lecturers' and students' perception on the effectiveness and impact of teaching political theory and philosophy?

LITERATURE REVIEW- OVERVIEW OF POLITICAL THEORY AND PHILOSOPHY

Political theory and philosophy are two related fields of study that explore the nature, justification, and practice of political life. Political theory is more concerned with empirical questions, such as how political institutions function, how political behaviour is shaped, and how political outcomes are influenced by various factors. Political philosophy is more concerned with normative questions, such as: What are the moral foundations of political authority? What are the rights and duties of citizens and rulers? What are the best forms of government and why? What are the sources and limits of political obligation and legitimacy? How should political conflicts be resolved or prevented? What are the values and goals of political action and social change? How does political reality relate to human nature, reason, morality, culture, history, and reality? How do political ideas and ideologies shape and reflect human history and culture? And how do political concepts and theories relate to other domains of human inquiry and practice, such as ethics, law, religion, economics, sociology, psychology, etc.?

Political theory and philosophy have a long and rich history, dating back to ancient times. Some of the earliest and most influential political thinkers include Plato, Aristotle, Confucius, Cicero, Augustine, Aquinas, Machiavelli, Hobbes, Locke, Rousseau, Kant, Hegel, Marx, Mill, Rawls, Nozick, Habermas, and Foucault (Thompson, 2021). These thinkers have addressed various topics such as democracy, republicanism, liberalism, conservatism, socialism, feminism, multiculturalism, environmentalism, human rights, justice, equality, liberty, power, sovereignty, legitimacy, and citizenship (Dienstag, 2017).

Political theory and philosophy are not only relevant for academic inquiry but also for practical engagement. Political theorists and philosophers often aim to provide guidance for political actors and movements who seek to change or improve the existing political order. Political theory and philosophy can also help citizens to critically examine their own political beliefs and values and to participate more effectively in public deliberation and decision-making. Political theory and philosophy can also foster dialogue and understanding among people who have different or conflicting perspectives on political issues (Maden, 2019).

Political theory and philosophy draw on various sources of knowledge and evidence, such as:
- Historical texts and documents that record the political ideas and experiences of different civilizations and periods
- Contemporary writings and debates that analyse and critique current political issues and challenges
- Logical arguments and rational deductions that derive political principles and norms from general or specific premises
- Empirical observations and data that test and verify political hypotheses and claims
- Normative judgments and evaluations that express political values and preferences
- Creative imagination and speculation that envision alternative or ideal political scenarios and possibilities

Freyenhagen & O'Shea (2015) opine that political theory and philosophy also employ various methods and approaches to conduct their inquiry, such as:
1. **Analytical:** This method focuses on clarifying the meaning, structure, and validity of political concepts and arguments. It often uses formal logic, conceptual analysis, linguistic tools, and mathematical models to achieve precision and rigour.

2. **Normative**: This method focuses on prescribing the desirable or preferable political standards and goals. It often uses moral reasoning, ethical theories, value judgments, and practical wisdom to achieve coherence and justification.
3. **Historical**: This method focuses on tracing the development and evolution of political ideas and institutions over time. It often uses historical sources, contextual analysis, comparative studies, and genealogical techniques to achieve understanding and explanation.
4. **Critical:** This method focuses on exposing the hidden assumptions, biases, contradictions, and implications of political ideas and practices. It often uses dialectical reasoning, ideological critique, power analysis, and emancipatory strategies to achieve awareness and transformation.
5. **Interpretive**: This method focuses on revealing the meaning and significance of political phenomena from different perspectives. It often uses hermeneutics, phenomenology, discourse analysis, narrative techniques to achieve understanding and communication.

METHODOLOGY
Descriptive survey was adopted for this paper. The population for this study consists of undergraduate Political Science students and Political Science teachers in three tertiary institutions in Lagos state. The three (3) tertiary institutions were purposively selected within the location of study. One hundred and fifty (150) respondents made up of 50 respondents (10 Political Science teachers and 40 Political Science students) selected through simple random sampling technique as sample for this study.

The instruments used in this study for the collection of data from the respondents was a self-designed 4 Likert scale of Strongly Agree (A), Agree (A), Disagree (D) and Strongly Disagree (SD) questionnaires to measure respondents' opinion on the best practices and pedagogical strategies for teaching political theory and philosophy. The questionnaire was subjected to face and content validation by experts in the field of Political science. To ascertain the reliability of the instruments, a pilot study was carried out. Twenty five 25 copies of the questionnaire were administered on twenty five (25) undergraduates from Crawford University who by design were not part of the main study. The Cronbach Alpha reliability coefficient was used to measure the reliability of the instrument. The coefficient value of the scores for the student's questionnaire showed 0.875. Descriptive statistics was used to answer the Research questions formulated in this study at 0.05 alpha level.

RESULTS

Table 1: Respondents Distribution by Gender

Gender	Frequency	Percentage (%)
Female	86	57.3
Male	64	42.7
Total	150	100.0

Source: Field report

From the total number of one hundred and fifty (150) respondents, eighty six (86) representing 57.3% were female respondents (both Lecturers and students), while sixty four (64) representing 42.7% were male respondents

Table 2: Total Respondents Distribution (n=150)

Types of Participants	Frequency	Percentage (%)
Lecturer	30	20
Students	120	80
Total	150	100.0

Source: Field report

From the total number of one hundred and fifty (150) respondents, thirty (30) representing 20% of the respondents were lecturers, while one hundred and twenty (120) representing 80% were Political Science undergraduates.

Research Questions One: What are the main goals and objectives of teaching political theory and philosophy?

Table 3: Table showing the respondents responses for Research Question One with Remarks

Items	SA	A	D	SD	Total	Mean	Remarks
To introduce students to the main concepts, debates, and traditions of political thought that have shaped the history and practice of politics	75	50	20	5	150	3.30	Agreed
To develop students' critical thinking, analytical, and argumentative skills by exposing them to diverse perspectives and methods of political inquiry and evaluation	45	50	30	25	150	2.77	Agreed
To enhance students' civic literacy and engagement by helping them understand the origins, principles, and challenges of various forms of government and political participation.	55	75	10	10	150	3.27	Agreed
To stimulate students' curiosity and creativity by challenging them to explore new ideas, questions, and problems in political theory and philosophy.	50	60	35	3	150	3.03	Agreed
To prepare students for further academic study or professional careers in politics, law, public policy, education, journalism, or other fields that require a solid foundation in political theory and philosophy	35	37	60	18	150	2.60	Agreed
Grand Mean						2.994	

Source: Field Report

With cut off point of 2.5
From the findings obtained in Table 3 with a grand mean of 2.994 greater than the cut off point of 2.5, it indicates that the majority of the respondents agreed to the research questions. The majority of the respondents strongly agreed and agreed respectively to the knowledge of main goals and objectives of teaching political theory and philosophy.

Research Questions Two: What are the main challenges and difficulties of teaching political theory and philosophy?

Table 4: Table showing the respondents responses for Research Question Two With Remarks

Items	SA	A	D	SD	Total	Mean	Remarks
Engaging students with abstract and complex concepts that may not have immediate relevance or application to their lives or interests.	55	30	45	20	150	2.77	Agreed
The challenges of balancing the need to cover a wide range of historical and contemporary thinkers and perspectives with the need to go in depth and foster critical analysis and reflection	90	40	15	5	150	3.45	Agreed
The challenges of encouraging students to question their own assumptions and values and to appreciate the diversity and plurality of political views and experiences without compromising their own intellectual integrity or moral commitments.	45	35	45	25	150	2.67	Agreed
Developing students' skills in reading, writing, and communicating effectively about political theory and philosophy, especially in relation to real-world issues and problems.	50	20	40	40	150	2.53	Agreed
Navigating the potential controversies and sensitivities that may arise from discussing politically charged topics or challenging dominant ideologies.	30	40	40	40	150	2.40	Disagreed
Grand Mean	2.764						

Source: Field Report

With cutoff point of 2.5
From the findings obtained in Table 4 with grand mean of 2.764 greater than the cutoff point of 2.5, it indicates that the majority of the respondents agreed to the research questions. The majority of the respondents strongly agreed and agreed

respectively to the knowledge of the main challenges and difficulties of teaching political theory and philosophy.

Research Questions Three: What are the best practices and pedagogical strategies for teaching political theory and philosophy?

Table 5: Table showing the respondents responses with Remarks

Items	SA	A	D	SD	Total	Mean	Remarks
Encouraging students to engage critically with the texts and ideas of political theorists and philosophers, rather than memorising facts or opinions.	25	40	60	25	150	2.45	Disagreed
Providing students with historical and cultural context for the political theories and philosophies they are studying, as well as connections to contemporary issues and debates.	85	50	10	5	150	3.46	Agreed
Use a variety of teaching methods and materials to cater for different learning styles and preferences.	35	60	45	10	150	2.80	Agreed
Incorporating feedback and assessment into the teaching process, both formative and summative	50	20	45	35	150	2.57	Agreed
Fostering a supportive and inclusive learning environment that respects the diversity of students' backgrounds, experiences, opinions, and values	25	35	60	30	150	2.36	Disagreed
Grand Mean						**2.728**	

Source: Field Report

With cut off point of 2.5
From the findings obtained in Table 5 with a grand mean of 2.728 greater than the cut off point of 2.5, it indicates that the majority of the respondents agreed to the research questions. The majority of the respondents strongly agreed and agreed respectively to the knowledge of the best practices and pedagogical strategies for teaching political theory and philosophy.

Research Questions Four: What are the lecturers and students' perception on the effectiveness and impact of teaching political theory and philosophy?

Table 6: Table showing the respondents responses of Research Question Four with Remarks

Items	SA	A	D	SD	Total	Mean	Remarks
Teaching political theory and philosophy is an opportunity to introduce students to a variety of perspectives, debates and traditions that can enrich their understanding of the world and themselves.	50	60	25	15	150	3.30	Agreed
Teaching political theory and philosophy is a means to foster students' civic engagement, social responsibility and democratic participation.	40	20	55	35	150	2.77	Agreed
Learning political theory and philosophy is a valuable and enjoyable intellectual exercise that enhances their knowledge, curiosity and creativity.	90	35	15	10	150	3.27	Agreed
Learning political theory and philosophy is a relevant and practical tool that helps them to evaluate, challenge and improve their own views, values and actions in relation to the political issues and problems they face or care about	35	50	25	40	150	3.03	Agreed
Teaching political theory and philosophy is a challenging but rewarding task that aims to develop students' critical thinking, analytical skills and ethical awareness.	35	45	60	10	150	2.60	Agreed
Grand Mean						**2.995**	

Source: Field Report

With cut off point of 2.5
From the findings obtained in Table 6 with a grand mean of 2.995 greater than the cut off point of 2.5, it indicates that the majority of the respondents agreed to the research questions. The majority of the respondents strongly agreed and agreed

respectively to the knowledge of lecturers and students' perception on the effectiveness and impact of teaching political theory and philosophy.

DISCUSSION OF FINDINGS

From the findings obtained in Table 3 with a grand mean of 2.994 greater than the cut off point of 2.5, it can be submitted that respondents have the knowledge of the main goals and objectives of teaching political theory and philosophy. This is in agreement with the submission of Maden (2019) that political theory will introduce students to the main concepts, theories and debates in political thought, such as justice, democracy, liberty, equality, rights, power and authority as well as develop students' critical thinking and analytical skills by exposing them to different perspectives and arguments on political issues and problems.

Similarly, Nigeria Policy on Education (FRN, 2004) also emphasises the importance of political science when it outline its importance and how it can be used to foster students' awareness and appreciation of the diversity and complexity of political ideas and traditions across time and space, as well as their relevance and implications for contemporary society and also to encourage students' active participation and engagement in political discourse and deliberation, both inside and outside the classroom, by providing them with opportunities to express their opinions, listen to others and respond to feedback.

From the findings obtained in Table 4 with a grand mean of 2.764 greater than the cut off point of 2.5, it showed that the majority of the respondents agreed to the research questions which are about the main challenges and difficulties of teaching political theory and philosophy. This is in corroboration with Thompson (2021) that some abstract and complex concept in political theory and philosophy may not have immediate relevance or application to their lives or interests and could as well discourage students from being interested in the course.

From the findings obtained in Table 5 with grand mean of 2.728 greater than the cut off point of 2.5, it indicates that the majority of the respondents agreed to the items of the research question. This is in agreement with Klosko & Wallach (2020) that best practices and pedagogical strategies for teaching political theory and philosophy should be specific, measurable, achievable, relevant, and time-bound (SMART), and should reflect the core

concepts and skills of political theory and philosophy.

From the findings obtained in Table 6 with a grand mean of 2.995 greater than the cut off point of 2.5, it indicates that the majority of the respondents agreed to the research questions. The majority of the respondents strongly agreed and agreed respectively to the knowledge of lecturers and students' perception on the effectiveness and impact of teaching political theory and philosophy. This is in agreement with Bevir (2018) and Larmore & Nussbaum (2020),when he opines that Lecturers and students may have different perceptions on the effectiveness and impact of teaching political theory and philosophy, depending on their goals, expectations and experiences. He went further to state that the effectiveness and impact of teaching political theory and philosophy may also vary according to the individual characteristics of the lecturers and students, such as their background, interests, motivation, abilities, attitudes and preferences.

CONCLUSION

Based on the findings obtained from the paper, the researcher concluded that it is necessary to identify the best practices and pedagogical strategies for teaching political theory and philosophy to undergraduate and graduate students; political theory and philosophy lecturers share some common goals and challenges in teaching their courses. Some of the common goals are to develop students' critical thinking, analytical writing, and argumentative skills; to expose students to diverse perspectives and traditions; to foster students' interest and engagement in political issues; and to cultivate students' ethical awareness and civic responsibility. Some of the common challenges are to balance breadth and depth of coverage; to deal with students' varying levels of prior knowledge and motivation; to address students' misconceptions and prejudices; to cope with the complexity and abstractness of the subject matter; and to adapt to the changing needs and expectations of students and society. The paper concludes that teaching political theory and philosophy is a rewarding but demanding concept in political science.

RECOMMENDATIONS

Based on the findings of this study, the researcher made the following recommendations:
1. There is need to align the learning objectives, assessments, and activities of the course. A clear and coherent course design can help

students understand the purpose and expectations of the course, as well as how they will be evaluated. It can also help lecturers plan and organise their teaching materials and methods.

2. The lecturers should learn to use a variety of teaching methods and media that will cater for different learning styles and preferences. Political theory and philosophy can be taught using lectures, discussions, debates, simulations, games, case studies, problem-based learning, flipped classrooms, online platforms, podcasts, videos, etc. Each method has its advantages and disadvantages, and lecturers should consider their goals, context, and audience when choosing the most appropriate ones.

3. The lecturers should encourage students to develop their critical thinking and active learning, which is not just about memorising facts and definitions, but about analysing arguments, evaluating evidence, comparing perspectives, synthesising ideas, applying concepts to real-world situations, etc.

4. The teaching of political theory and philosophy should be used as an avenue to promote diversity, equity, and inclusion due to its inherent diversity that deals with issues of justice, power, identity, culture, etc.

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